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"PLANTATION POPULATIONS"

Learning Activities for Students Grades 2-3

"Plantation Populations" is a unit of activities designed to help students learn about Booker T. Washington's life as a free man.

Pre-Visit Activities

1. Vocabulary

Students will become familiar with the terms used in activities and on their trip.

2. Map Activity

Students will label a map of the Southeastern United States emphasizing places important to Booker T. Washington.

Map Activity Key

Duplicate for Map Activity

3. Education

Students will compose a class poem.

4. Venn Diagram

Students will compare Booker T. Washington's school life to the school life that they enjoy today.

Pre-Visit and Post-Visit Activities

5. Choices

Students will collect and compile data, complete a Venn Diagram, and construct a bar graph showing results.

6. Dear President Lincoln

Students will write postcards or letters.

Postcard Duplicate

Post-Visit Activities

7. Timeline

Students will construct a time line of Booker T. Washington's life.

1. Diorama

Students will construct a diorama to represent a scene from Washington's life.

2. Washington's Story

Students will create projects about important moments in Washington's life.

3. My Name

Students get to choose a new last name just as Booker chose a last name after he was freed.

11. More Than Anything Else

Students will become familiar with Booker's life in Malden, West Virginia.

12. Kite Poems

Students will write a kite poem.

13. What Freedom Means to Me

Students will draw a picture of what freedom means to them.

VOCABULARY

Objective: Students will become familiar with terms that they will hear on their trip to Booker T. Washington National Monument.

SOL Objectives: English: 2.2, 2.3
3.1

History: 2.3, 2.8, 2.9, 2.12,
3.8, 3.11, 3.12

Materials: Vocabulary list

Procedure: Use the following list to familiarize students with terms that will be used on their trip.

1. "big house": the house where the owners of the plantation lived
2. civil rights: rights granted to the citizens of the United States of America by the Constitution
3. civil war: a period of conflict between parts/people of the same nation.
4. Constitution: the supreme law of the federal government since 1789; the blueprint of the government of the United States.
5. emancipation: freedom, especially of the slaves in the United States. Abraham Lincoln issued the Emancipation Proclamation, which provided freedom to slaves in the Confederate States in 1862. It was not effective until after the Union won the Civil War.
6. freedom: the absence of restraints
7. planter: the owner or manager of a plantation
8. privilege: a right granted to a person or group of persons that is not enjoyed by others
9. property: a thing or things that are owned
10. rights: things a human being is entitled to
11. slave: a person who is owned by another person by capture, birth, or purchase and must work for the owner with no pay
12. slavery: the institution of ownership of slaves
13. plantation: a large farm with more than 20 slaves
14. amendment: a change for the better – The 13th amendment abolished slavery. The 14th provided citizenship to everyone born in the U.S. The 15th provided the right to vote to African American men.

15. Reconstruction: a period in time (1865 – 1877) in which the United States worked to readmit the former Confederate states into the Union after the Civil War
16. agrarian: relating to land and its ownership, cultivation and tenure
17. industrial: pertaining to the commercial production and sale of goods and services

EDUCATION

Objective: Students will compose a class poem.

SOL Objectives: English: 2.8, 3.9, 3.10

History: 3.12

Materials: Pencil, paper, chart

Procedure:

1. Prior to this activity, refer to Booker T. Washington's quote, "There is as much dignity in tilling a field as writing a poem." Relate information to the students concerning what education meant to Booker T. Washington.
2. The students will discuss education and what it means to different individuals.

The following can be done individually, as a whole class, or in small groups.
3. The students will write phrases/sentences "Education is..." and fill in what they believe.
4. The students will select the one phrase/sentence he/she feels is best.
5. The teacher will compose student ideas on a chart in the following form:
"Education is"... List 3 phrases.
"Our education is important."
"Education is"... List 3 phrases.
"Our education is guaranteed."
"Education is"... List 3 phrases.
"Our education is precious."
"Education is"... List 3 phrases.
"Our education must be protected."
"Education is" ... List 3 phrases.
"Education is our right."
6. The students will discuss their goals in education.
7. The students will ask their family members how important they feel education is.
8. The students will interview others to see what their education goals are or were.
9. The students could write a poem about what "a good citizen is."

VENN DIAGRAM

Objectives: Students will compare the school life of Booker T. Washington to the school life that they enjoy today.

SOL Objectives: English: 2.8, 3.9, 3.10

History 3.12

Materials: Paper and pencil, diagram

Procedure:

1. The students will define and discuss school life.
2. The students will draw/use a Venn diagram.
3. The students will list the experiences that Booker had as a child in school.
4. The students will list the experiences that students have today in school.
5. The students will compare/contrast the two by placing them on the Venn diagram.
6. The students will discuss the diagram and the reasons why there are differences and possibly similarities

Booker's School Life

My School Life

CIVIL WAR

In 1861, several issues divided our country. The main issue was whether slavery should exist in the United States? People in different parts of the country thought differently about this issue and the country was drawn into a civil war or a conflict that was fought between people of different regions of a country. The North came to be known as the Union and the South was called the Confederacy.

Many people in the North had come to see slavery as a bad thing and wanted to free all slaves in the United States of America. Many southerners saw slavery as something that was necessary to their livelihood and way of life. They needed slaves to pick cotton, harvest tobacco and do other things.

Southern states felt that they had the right to make decisions that affected them such as the right to decide their position on slavery. These states succeeded or declared themselves no longer a part of the United States of America. They chose Jefferson Davis to be the president of the Confederate States of America.

Abraham Lincoln was president of the United States of America. In September of 1862, Lincoln wrote the Emancipation Proclamation, which said slaves in the states that declared they were no longer part of the United States would be free on January 1, 1863.

The Civil War lasted from 1861 to 1865. Its end reunited and brought relief to our country, but it had divided families; Southern sons, brothers and fathers for the Union and Northern sons, brothers and fathers fought for the Confederacy. Over 620,000 people died. Four million slaves were freed and a new struggle for them began.

CHOICES

Objective: Students will collect and compile data, construct a Venn Diagram, and construct a bar graph showing results.

SOL Objectives: English: 2.10
3.1, 3.7

History: 2.3
3.9, 3.10, 3.11, 3.12

Materials: Pencil, paper, graph paper, colored pens or crayons, Venn Diagram

Procedures:

1. (PRE-VISIT) The students will identify the types of economic choices they are allowed to make. Examples: What they wear? What they eat? What they watch on television?
2. (POST-VISIT) The students will identify the economic choices Washington was allowed to make as a slave and as a free person.
3. The students will fill in the Venn Diagram, making comparisons and contrasts.
4. The students will prioritize the importance of each choice for both students and Washington.
5. The students will construct a bar graph showing the results for which choices the students felt were most important.